

Conceptual Model Identification of Personal

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31 Internolionol Seminar on Education Innovotion ond Development in Teoching ond leorning Febuury 8,2014 Sullon Ioris [clucotion Universiy Sulton Idr: lducoli,)n Univetsily Moley'sio

Universi ly ot,(Arrhommodi yoh i Aolong Indonesia Hiro [ducolon ond Sociol Services Singapore lAuso Asioh Founci :r'liion Combodio In t.his stud1'there are scveral arlvarttagcs virtrral

cxpected to be reco'lered managers and snr.lent). Ori tlre n-ranagenlent of virnral scr-"rccs t'ill bnecit rvitlr rcriuced op:(rating costs pcr sru(c-11t, the class that is no lor-rger limrted ro a

maximum ,luml)cr ol snld(nts, rr wicle r rarlge of access. C)n the srudent siclc, the sr]n-ice also provides a more flexible approacl to learnirr.g irr tin.re and r)aterials arrtl corrrptcllce,

collaboration anron(r a l'ide varietl,of instirrtirr>rrs; ertlritrt, is ir rrrrrclrl rctter le:rrning, tlrc provision ol sc'n'ices that suit purticu)ar rre'eds (\1o1f, 2010) (Clarke, 2t)03). Ncvrtireless, there

renlained a long drcscrssiorr about tirrs lcanirr.rq l'irtrralizatiorr nrainl)or'r aspects of nrtcgrin'. .Some say that the virnral lcanirr g u'll be clifficult on n1(nitorillg, ar)d the need to control the

<iiscipline in learning. After all tliis, r'imral lcanirr g rvill be ,l rrc'nd that \\\ill lrelp transform the leaLling patienr:: of societl, in the fltnrc. 'l'lrncratic learning l.carninginnovation haltpcrrrrru

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:rril rrtc'rt:st in learning ir-i a partictlar str-l-r jt'cr nr,ltr(r \rmv services are providecl a spccific focus srclt as irr rolorics, mathcn,ariLs, autonrol ,rlc, inlrfrstral l)cr.elopn'rent of the proiect-

[lased curriculrrnr r]to a fbnr) lllovrh t:,)ils:.ll() (r.,l'trlis tl)(' :n:rrc l't'arrrrrg. nlanaqemoot, entrepreneurslrip, arrd other topics. Snrdv grottps can be develop'trl icross Instifutiorr rsing a

tlr'r'natic approach that facilitatcd virnral lcanirn.q. *l'rc all arranged drough an algorithm tlrat cstal>lisies a varic:tv of learning:rcrtivities arc carried out.'l'lr is In this learning can bc done

lcaninil wrtlr nclividual ancl .grtlup projects arc gricd:c d by th' ' i'hrrrl tutur s'ill ccrriainly affect the design r>[tlrc crrrriculrm dcvelopcd. ()crtain scientific corunrrniti' connect(rd virnral

rrctr'r'irk can be a rich source: of irrit-lrrrlritn) to l()itnl rl'rc scicrtitlc tl'reme or 1.,nnrrtl.r rxpcrt;s(). It is 't'iso cr;mrnronly tbund in massive lcanirn.q sc'n'i(cs at tiris tin.r'. Personalized

Learning - Self Directed Learning liar:irr g such a fast chirrr.grn.q cnvrrorlrrx'rtr, tlrcrt'is a trctdcnc)of parc:rrts s'lr'o l'tcomc rlissaristrrr.l srtrl nlrst(rv of the material btrt u'cak on <lc'rc'l,rpulu

ci)run(terlc(s arld capabilrrs.'lhesc nes expcclatitrrs thc, flrrrnal learning systcnr that crists tt>c11'. l',rrtel L:arrrrr' is pcrceived as a l)r()(:'ss that <>nl learns t-r enc()rlrage educators

and parents to rllc()rlstftlctr)!) (lrc cxlting r'lrttccation svstcnr, a.l.d, artd reducc rhe preccs ol the edrrcation s)'stem and then urritc irfto A rlc\\: svstcm that cart be completelv dr't'ercrrt tionr

tlrc previt>trs svst(r'r.these ideas might also fbrm part oitrt: cnrcgr:rrcc t>f some of the cor.rcepts ()lpostmodcrriisrn. 'l'lrre results of the discovery in a varictv r>[educational resarch shorr

that the new approach allor'nu a clril-cl to develop naturally great driv'cl l'lv tlt'r'rr orvr'rrrrest. They can find a **ide range of k'no'w,lellBe tlt'r'rr independent thought an' experience in tlt'le real roodd. Concepts such as un-schoolillil, dt:-scrl'o.,l'ing, trrr'l:urtclline, even homeschoolutg rvill havea role irr tlt'e ir.,nnration of a more personalized l'carrirrg enviro'rtm'c'rtt. \\\ith access to infotrt'rtal and linorvledge very casivl, rvill allow each leaner constn'clts th'i'r orvr' l'carrirrg e'rt'viro'nt.'[t'hey rvill create a pathway to dt:r'cl'op their own knorvledg5. a.nd cxpt'ience t.,r lrc son'r'hirrt that is beneficial to dreir own future, karning l'rc'c,tnte's' sometilll'gmore organic tlt'at tloc's n(t i()()k as strfl's tlt'e forme'ducator.r svstern att'his time. l'his optimis'n' also rais'cs rtr.(n\9uc;tions su-,lr as u'hcn' the childrcn rvill bt ery day. l'forv can rve 1l(casrrre the progress of thcir l'carrirrrr) \\\lrrl s'rl l'rt'r't'.porrsil,l'trrr the learnirt(J)r()c('ss like this? l'orv carr the srrstarrirrlirly of their L'arning? r\\l tlt'r'ss' (lu:(tr rrrs s ill l,c. r r'liscussir.rn ;rlr-rrrt l'torv to dtl c'trricttltlrm tlt'r'c'1, rfr'r'neot. Personal Needs Relationships School Practices Recogni' ion i r.,.. J:l:___E_r'rquity J Eisi.wM8' l')j)*,.*wctwo'm*1nrunity i l'k-rrrtsOwpwp'xro*frftiFunrrt){ity l l Responsibiliry l *Sruuc9ce*s1s alr*t,N**f.f.i.-::@iffciArh.tl.nee l l i C o nfirm' ation i Expc-ctation l l:***-*-r l'igure l. l'crst,nal Nce .ls and S:r'hool l'ractict: lrr'ter:atit n clatrcdij * on l'lo(o n'ice rat'ion it suit CtS Of) l the nring u'l'rE lat()n ring. triel :ilil a hrs nral rlsr-r itil to ns c\\us re o S€mino r'rl Education l'asa,ronrdlollonoolnd Development in leoching onci te:inrg S'r'l'ioe l'oris Eowolich Lhiverslty ...:io:io i*,to'rY8, jola l.hiv ery ot l/vhonrcC; /oh /4,o long lndo i€ ; c i.r.on ldris Educolia' L/niversilT Hira tCucolio' cri Sxiol Service: Sirgcoc-e /'is A;:atsr Fo(r.,Coricn acmb,r,... 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S'rudent And Teacher Interacdon Neru'orking among Students and Teachers acrl'in'of t'l're teacl.rer and the stuCcnt v'ill be a connecteci nerw.odl q-ith ot-Her sruilnts, other teachers botii at \\ itil technol'g' development ba-ied on l'carnilg of information rechn'ciogt an'ci communications. t6e & as illo\$8. u'r'kis, social nervvorking media- onl'he communities, bookmarking, content der.elop'ers and others Stlt'pcc'shat,nr2e0s1c0h).oTohiiasnidntearisaoctidoinfevr'eillnttr'ssechaov'alsrieann'dofaccomor'srrtueirr'ciraotrioiaal ncroeuclni'arraievsaii(aCbbieat'ttoi, dAigfu.s.t,iamrrv'aaalnv.,J;rairlrkesu, ch rctivrt.icl'si athridd i'lnetaer'ma'icntg'pnael'miue'orr,k.Siwre'h.ic3hogisdaanlsoor.,tl.Greilll-cats,is&fo\\v,\\itCh,c 2PtnL9N). @ersonai leaming network). tltie ncru.orir that uiimatel-r rc<1uire the skills and abilities c-f teach'rs allci st-rdents in decisio.-or'k.g in de.:''rrr.q. t'lr'c prott'ssionals rvlic.interact and de'eiop neu.'knowir'-cige. In this nervvork e\\-eryons can corrrr'ct u.itir is an inform'al narurc. Tire netu'ork conslts of t'l-re learoers either olthem as studentsLd teachers, as iveli as .ilratrtckcra,c&tioSnp,elcehatr,n2e0r1s 0c)a.n use the media thar can vary accorcing ro r'ire i.,te..sr 'i.'J an'ci knou'ledge both sides. In addition, botir panies do not nced ro l'urcv eacir'other personallr. la rhc <l'th'cs on the same desire to l'c;rrn. ltiis interaction will br l'tst.if c.,-rrtribute to the professio,al deveil(pn)(.rrt fCnatti, Astrsrrar.an, The role of srudents and teachers autorlolmnouas.pelers.,ornnainhgzeadndieat[nre:inagbielnyrritroonmnaernatE]el'reiredi{rlrcirtr;llil it1:ns-t'irflirrls,gurlariatetdr'ree'eadrlaintge)n.tifornu,oesj,piir-rccr'aliri.,r,r,r,:- l'j: (tt'rc:l)ocln::aac::rtatt,1nhhquctlec'sn}l'ergSvbstihoustren'efisimgrnitnavhn'nseile.irtrsfuwonisicdnnoaieamanrnbin'cettiw'sdilniyq'hotiei-m- i'ct:mthnroihraoarpakktothecn'avserl'cetudfuo,ee'tdatredchemv'aisenscbitihto,r-ths'renle1ulr'saefn- rstiae.dma.boenl'cpto'gtrsesouarritr'miaalaotshirtnfu.oi.&otglhlwindnae.kg'btaioonlloswecio'froiereottvarldl.esi.;tgeil'n'fieosion'trpahr,centc.l+tcrcdit.io.hfirherl'scdrahmerc'rutoodao,tmenai.nil,pois ntae'csctrkti,reor'e,e-nnialsr'l.svioeechTo,xa'a':lnpr.otedetCroerrr.ioderaspm'neiloteclpie1vaeac-ertrrfense*r'diidJonbtlicgel.wiour.inpitintaiteh.eo,mngns<atto'l-vii- (earr:aqosrlal,icazrt{l'rirarerrc.[s(d);d]sr:l nL'r'u:c'rt:r'e'io:..tst.,nlne,arorlnelrinadgrun.sriquncgcc;oetsnl.ssie.uTlctaet'aoaiocrdnhiennimastiscnoginlvispnrlga.rydpeJrno.otbllleecmli:nnsifnaagncidlpitarEottijdcncjicrrtsgthepseosrl'elfroati tltlttncl'cftelalOr'chnleertal1u6rtino.o.dlfae'nr.dilhi.laertnaodrn1,intrea'oaicahusetrtroes'nnoagmltsi'ryoe'rnwinnifglacbsiteluitadcg'tiunnl- glt'ectnleginlerdle..r,aet.rdrilp'ln'ee'raorp'nricdinJccgesaus'bimlalolparunes'cpehedur'seponnv'tairir'ez'oen'sdmc.oe,rllil);t:cgllrcsrso.vlrls.c<re.c'off'l lrrtc rvidr the curric-ulum. 39 lrt,r! nolionol Seminar on Educoiion lrrr)ovoli.Jn ond Development in leoching ond Leotning f,r'buor y 8, 2014 S.rlron ldris Education University Sulton ldris Education Univerlily Molcysio University of F(hommodiyqh Molong lndorresio Hiro tdur-otion ond Sociol Services Singopore Muso Asioh Foundotion Combodio Conrpetencies/ Learning Ob.l. Figure 2. Conccptual N'loilel o l' l)crsonlilized l.c'rrnirrg l'nvinronn'c'tt Interaction l'lodel colcep\\p'iathl'msoodmeelr'sehlartdeidestoiarteismsPhoorut'anrltn (l'ilie\$trfrcelr2s bircl'oprev.rslrorroraml l'tlctaerndiitarggaentlviirtocra'trttlrb(rtl- s'(c:carl'tl'tl'etale 1dl1cgscrrftt,jdbr'c':tlltsa an<l teacl'rers in changed interacti()n. that tltc teach'c'r is a facilitator fc.r'rr shrdc:nts.'l'cltcl'ters nced t() l'rc alrlt: t<r trarrslitte the interest.J'rehted to scl'ool cl'clucation throrrh q' curriculum that usct l'rcr a l'carrtrrtltgortl rs r srt ,rf cor)'l'pctencies thatr.il'be orvud lly tlt'c stult:l'r'ls ir'l atlt'cl'Prttiorr c.ichanges in s()ci'()t'l 1 tft'e other hand, stll'dcnts \\t'rlr au(on)nr'v bascd ol'r thc individual control of self dir'ctetl l'cantutg needs ro \$teer inclirridual neecls into con)pctncc appropriate to the leatning obit'ct'ir-es. Activitics t() achieve the c'ompetencies and learnin.g obicrctiv's can L)c organized bast:d on certain thlenes more dynamic. l'he i6te1ac:t'i91 betweel the teacher - srgcl'cqt - l'c,arrrirrg activiries is happening irr thc rvider enviro'rlm(nt as a tuctv'ork betvreen schools and also l'carrts some vital lessons across territorial. All ol'these activities arc don'r uirt'rralh' flexibility that allorvs for a varicn' ol n't'vork learning u'ith ot'l'rets. (lonclusion lx)or r'notivation. With the crrrrrent tt.chnol'g'cal tlt'r'cl't-prnrcnts, award the desirc arrd attitude to learn to be l'ack of flexibility in learning is a ylraver l'ccrrist' tltc l'carrirrg performanc' rs primarily asociated with l'tr.ltr,c-r- frisl'rL.:rC'teorndvittiioinasvcal'rriaentygeiofinm'cl'drcal'ctaacinl'utagt't'rltrltv<ir<ar<rrittirt'rtgttt'i'rtntdthl'caarneriuncg'oguersaogtelsc'setshcar<c:mncl'rcghenm'ceoroefeaasymaonrde it is 1;ossible to determin'oe th<: inclivirl'al's onrr prrrlx)scs arttl ut desigrinru q()od leartling associated widl pcrs()ua.lized learning approach krr,r'r'r as Jlcrr,rrurrlr'z'.1 l'c:antirt.q t'ttviro'tttttt, \\it't tlt' this aPProach tt> l'carning l.,ar,r,r',t4, karring targets, learning r(s)rl'rccs, pc<r' l'citr'ruttll, tt:acl'trt'rg materials., alld a vllricT <l'f ot'l'r' c'clncl'tlrtni to builcl a more convenierr l'carrirrg: rlt'cracrrol's arrcd l'rtrilcl rtrrttivation.'l'herc rtre a vafi(tY oi Shift irr pcrs'pctive and the role of interacti'r)1 [K.n\\(err snrrf'r'tts, teach'c'rs, :rtd learnirt acivitics arcf carric(l l'otlt' N'ith o,r,na'1';turr l'nrc,rlel that l'ras been cl'cscrrl'rd. \\(carr l')'devclopt'd personal leanrrrtgtrrl't'iro'rtnt:tlr tlt'r trilizcr r'l're lirtict irrflormation and co

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